

## Individual Development Plan (IDP)

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### Policy

It is the policy of the DGS to evaluate the work and efficiency of a permanent employee (individual who has successfully passed his/her probationary period) at sufficiently frequent intervals to keep the employee adequately informed of progress on the job; generally, at least once in every twelve calendar months following the end of the employee's probationary period.

Performance appraisal shall be governed by the following:

- The appraisal of work performance provides recognition for effective performance and identifies aspects of performance that could be improved
  - Performance appraisal is a continuing responsibility of all supervisors, and supervisors **shall** discuss performance informally with each employee **as often as necessary** to ensure effective performance throughout the year
  - Each supervisor, as designated by DGS, **shall** make an appraisal in writing and **shall** discuss with the employee overall work performance at least once in each twelve calendar months following the end of the employee's probationary period for the purpose of informing the employee of (Individual Development Plan [IDP]):
    - the caliber of the employee's work
    - helping the employee recognize areas where performance could be improved
    - developing with the employee a plan for accomplishing such improvement
  - Each employee **shall** be given a copy of the written appraisal covering the employee's own performance and is privileged to discuss it with DGS management before it is filed.
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### Why an IDP? An IDP:

- Helps employees identify job performance goals for their current assigned position (the quantitative tasks to be performed in the coming year) and create a plan to achieve those goals. With this in mind, employees can also plan and document what skills and knowledge are needed to accomplish the work ahead. Also, the IDP captures items needed for career development
  - Enhances the DGS' ability to achieve its mission by fostering the continual development of its staff's skills and expertise
  - Offices/Branches can target limited training resources to address employees' highest priority training and development needs
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## Individual Development Plan (IDP), Continued

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### Provide IDP to employee

The employee's immediate supervisor will receive an ABMS alert that the IDP is due. The supervisor should provide a copy of the IDP (STD 637) to the employee to complete and return; generally, within five working days. The supervisor will complete the reverse of the STD 637, after return of the completed IDP from the employee, and then meet and discuss the IDP with the employee prior to the effective date of the employee's annual review.

Note: Supervisor's should refer to the working file for the employee to gather documentation/information from the past year for development and preparation of his/her portion of the IDP.

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### Preparing your IDP

Employees should first draft an IDP and discuss it with his/her supervisor for input and feedback before preparing the final copy for signature.

#### Performance Objectives

- Before you can create a development plan, begin identifying and recording (with supervisor's input as needed) the specific work that will be accomplished in the coming year. The work to be accomplished ultimately contributes to the DGS' mission.
  - ✓ Assess the knowledge, skills, and abilities that will be required to accomplish the upcoming work and select areas where development or improvement is needed or recommended by your supervisor
  - ✓ Next, include objectives that reflect broader professional or career development goals for the next 3 to 5 years

#### Plans for Achieving Objectives

- Describe steps needed to meet the performance objectives:
  - ✓ Examples may include being assigned to special task assignments as in a workgroup, roundtable, or project lead; obtaining mentoring or coaching in a specialized skill from another professional colleague, structured on-the-job training, and/or attending a class
  - ✓ Possible scenario: An analyst lists an objective to improve his/her ability to effectively facilitate stakeholder meetings that may involve conflict situations. His/her plan to enhance this skill area may include such options as being mentored by someone with more experience, viewing a video, reading a book on facilitation and conflict management skills, and/or attending a relevant class offered through the DGS or Cooperative Personnel Services (CPS)

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## Individual Development Plan (IDP), Continued

### Preparing your IDP (continued)

Participating in ongoing professional development activities leads to increased competency and productivity in your current position, broadens your skill and knowledge base, expands your professional network, and contributes to more personal satisfaction in your chosen career choice.

Taking the time to create an IDP helps you explore a variety of options available to enhance your current professional skills. Developing a plan also provides the opportunity to identify goals for your future career step, determining a different career choice, or make plans to transition from professional career to retirement. Following are some steps to consider as you develop your plan:

Step	Action
1	Identify what you need to know and do to perform effectively on your current job and/or the job you aspire to achieve. <ul style="list-style-type: none"><li>✓ Review last year's work plan</li><li>✓ Review documents such as job specifications and duty statements</li><li>✓ Review previous performance evaluations</li><li>✓ Discuss performance expectations with your supervisor</li><li>✓ Talk to other colleagues on their success strategies</li><li>✓ Interview others who have a job similar to the one you aspire to attain</li></ul>
2	Assess how well you are performing related to the job requirements and where the opportunities for development exist (development may be improving or enhancing a technical or interpersonal skill area). <ul style="list-style-type: none"><li>✓ Consider your skills, experience, certifications, education, and training</li><li>✓ Inventory your areas of strength, expertise, and needed improvement</li><li>✓ Ask supervisors and colleagues for feedback</li><li>✓ Review past performance evaluations</li></ul>
3	Determine options available to develop these areas. <ul style="list-style-type: none"><li>✓ Attend formal training program (courses offered through DGS, or CPS, or out-service training vendors)</li><li>✓ Participate in informal training activities (interviewing colleagues, attend workshop, observe others who perform this skill well (called "shadowing").</li></ul>

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## Individual Development Plan (IDP), Continued

**Preparing  
your IDP**  
(continued)

Step	Action
3 cont.	<ul style="list-style-type: none"><li>✓ Request assignments targeted to develop your skill (such as task groups, projects, or team leader).</li><li>✓ Transfer to other career specialty</li><li>✓ Explore a job rotation assignment</li><li>✓ Develop a mentor relationship</li><li>✓ Attend or make a presentation at a professional conference</li><li>✓ Keep up with current books and professional journals</li><li>✓ Attend professional organizational meetings and events</li><li>✓ Review a related video with colleagues and discuss</li><li>✓ Attend a DGS meeting to observe how the proceedings occur</li><li>✓ Participate in a field visit</li></ul>
4	<p>Prepare your IDP. Having given thought to the above items, you are now ready to complete the IDP</p> <ul style="list-style-type: none"><li>✓ Create a draft of your job performance objectives, skill objectives for your current job and/or future career goals</li><li>✓ Call on internal consultants for assistance such as Human Resources</li><li>✓ Outline the options you would like to pursue for development</li><li>✓ Set aside time to talk with your supervisor</li><li>✓ Describe your thought process in developing your plan</li><li>✓ Ask for feedback and additional development ideas</li><li>✓ Agree on a plan, set time frames, and a future date to review progress at regular intervals</li><li>✓ Complete the final plan, obtain signatures, and make copies</li><li>✓ Create an IDP file for your reference</li></ul>
5	<p>Follow up.</p> <ul style="list-style-type: none"><li>✓ Review accomplishments and progress</li><li>✓ Document changes as needed and keep a record</li><li>✓ Update your plan each year</li><li>✓ Keep all related documents for future reference</li></ul>
6	<p>Once the supervisor and employee have discussed and signed the IDP, follow the Division/Office instructions for forwarding the completed STD 637 to OHR for retention in the employee's OPF</p>

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## Individual Development Plan (IDP), Continued

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### Developing a career plan

An IDP contains goals and related tasks to develop or enhance your current job performance. The IDP is also a valuable tool in developing career goals. You may already be working in your chosen career, but are interested in broadening your professional knowledge to better position your self for more complex assignments. Or, perhaps you are assessing your next career move and want to prepare yourself for that next step. For example:

- An employee who is assessing returning to college to complete a degree for a new or different career choice
- An accomplished staff member who would like to pursue a career in supervision and management
- An entry-level non-professional staff member who is preparing to move into a professional classification
- A staff member who feels confident in their current level of professional competencies, but is uncertain if they possess the skills to move to the next level whether in a technical or management capacity

Even when there is a hiring freeze and promotional opportunities are almost non-existent, you can begin to prepare yourself for the time when the state job market reopens. Explore the following questions to determine which career options are aligned with your strengths, experience, and education. Develop a career development plan based on your assessment. Discuss options with your colleagues and supervisor.

- Am I looking to gain breadth and depth in my current career choice? If so, in what specific area?
- What are my skills and interests? Which careers at the DGS are aligned with both to ensure compatibility and job satisfaction?
- If I'm interested in leadership positions, do I know the skills and abilities needed for these jobs? What is my current level of competency in these areas? What can I do to prepare myself?
- Where do I see myself in five years? What steps (education, experience, and abilities) do I need to achieve that goal? What can I do this year? Within the next two years?

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## Individual Development Plan (IDP), Continued

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### Developing a career plan (continued)

- Who has a career and/or job like the one I aspire to have one day? Arrange to interview them to determine typical duties, opportunities, challenges, skill and knowledge requirements.

There are various web-sites offering self-assessment resources. Here are a few:

- **Browse through a large network of career website links at**  
[http://www.quintcareers.com/career\\_assessment.html](http://www.quintcareers.com/career_assessment.html)

Review: A direct link to the career assessment tools and tests section with tips and advice. It also provides advice on what books to buy for additional career guidance. It contains a column called "Career Doctor" wherein he addresses problems people have in their careers; example: such as "searching for your ideal job". A very helpful website. There are a lot of links on this site which are free and provide free advice. It might take awhile for one to browse through it.

[http://www.quintcareers.com/online\\_assessment\\_review.html](http://www.quintcareers.com/online_assessment_review.html)

Review: This site has a similar test format to the previous site's test, but they have 100 questions. It's an excellent starting point for someone who wants to know more about his/her skills. This took about 13 minutes to complete. This test appears better than the previous test because it provided a good listing of traits. From the listing of traits it provides another list of compatible career choices.

### Book Resources:

- What Color is your Parachute? (2004 edition), Richard Bolles
- Do What You Are, by Paul D. Tieger and Barbara Barron-Tieger
- Take This Job and Love It, by Diane Tracy
- Making Your Dreams Come True, Marcia Wieder
- CareerSmarts: Jobs with a Future, Martin Yates
- Stepping Out with Attitude, Anita Bunkley

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## Individual Development Plan (IDP), Continued

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### Developing a career plan (continued)

Other sources for career exploration:

- Review the job specifications to review the minimum qualifications including education and experience requirements.  
<http://www.spb.ca.gov/Employment/spbpayrd.htm>
  - State Library Catalog: <http://www.library.ca.gov>
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### Developing your leadership skills

Leadership encompasses a broad continuum of skills, and staff who are in leadership positions or aspire to be leaders in the future can participate in a variety of experiences to build and enhance these skills. The DGS eLearning program offers several related courses. Login and check out the course offerings at <http://knowledge.newhorizons.com/>. In addition to these formal training courses, consider including some of the following activities into your IDP. For all training needs, click on the following link <http://dgsnet.dgs.ca.gov/Training/main.asp>

#### Committees, Special Projects

- Work on special projects with multi-disciplinary impact
- Provide expertise on issues, cases, DGS-wide projects, and committees
- Enter into a mentor relationship with an experienced colleague or manager/supervisor

#### Project Management

- Complete successful project management such as large cases, problem-solving issues, and efficiency projects

#### Flexibility

- Engage in a variety of assignments that include internal and external partners
  - Demonstrate flexibility and interest in DGS programs/actions
  - Expand your area of specialty, interest, and focus
  - Gain expertise beyond your technical skills as in group dynamics, conflict management, collaboration skills, and presentation skills
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## **Individual Development Plan (IDP), Continued**

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**Developing  
your  
leadership  
skills**  
(continued)

**Assume Leadership Positions**

- Seek team leader positions, serve as acting unit or section leader, and mentor less experienced staff
- Chair a committee, or be a key participant, actively representing the State, or DGS, or your division, section, unit
- Lead a book or discussion group related to current leadership theory, practices, issues, and challenges

**Formal Training**

- Attend courses on general leadership topics well before promotion consideration
- Take training and demonstrate improvement in your developmental areas

**Communication**

- Develop your briefing skills
- Get visibility at DGS meetings through presentations on challenging cases or issues
- Enhance your interpersonal skills as well as written and oral communication skills

**Outside Experience**

- Pursue leadership opportunities or a position in a volunteer organization
- Read articles and books related to leadership and management skills

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## Individual Development Plan (IDP), Continued

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### Transition planning

Over the course of your career, you have most likely acquired an invaluable amount of knowledge, experience and “behind-the-scenes” know-how. If you are in transition to move on to a new career assignment or retirement, set aside some time to assess how others in the organization can benefit from your professional contributions. Consider the areas below. You can include these types of activities in your annual IDP.

- **Institutional Knowledge:** Are there historical documents, insights or perspectives, political implications, or nuances you can share with other staff so that the information is retained within the organization. For example, have you worked on the development of a key policy area, legislation, or study?
- **Collegial and Professional Network:** Most of us have contacts that we rely on in our day-to-day work to provide reliable information, insight, perspectives or advice. Are there internal staff or management members who would benefit from an introduction to a colleague or someone else in your network? Can you pass along names, phone numbers and email addresses of key contacts?
- **Mentoring Opportunities:** Consider the extensive knowledge, skills, and experience that you have acquired throughout your career. What mentoring opportunities can you initiate to help develop and guide a junior member of your work group or an up-and-coming staff member?
- **Documented Procedures:** Have you become the resident expert on how to perform a particular report or assignment? Are there procedures or summaries that you can document for others to follow?
- **Training or Workshop:** Consider conducting a training class or workshop as a method to transition your specialized knowledge or skill to other staff. Informal settings such as a brown-bag session are also ways to pass along information.

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## Individual Development Plan (IDP), Continued

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### **Mentoring partnerships**

Participating in a mentoring relationship promotes professional growth and supports the DGS' goal to develop highly qualified staff to achieve its mission. Every organization has a pool of talented staff with a variety of skills, knowledge and experience. Sharing this expertise with other staff to help them enhance their skills or prepare for a future career path creates a collaborative network. Mentoring is one of the options available for the employee to use in creating an IDP.

### **What is Mentoring?**

Mentoring is a partnership between a mentor and a protégé with the intent of helping the protégé achieve specific professional or career goals. The mentor can provide coaching, advice, and insight on how best to achieve those goals. Mentoring can occur at an informal level between two staff members; however, the greater benefits of mentoring are realized through a more structured approach. Typically, a mentor and protégé specify goals, outline a plan to reach those goals, and routinely review progress. Mentoring relationships may last for a short or long period of time.

### **Benefits of Mentoring**

#### **For the protégé –**

- Provides opportunity to develop or enhance skills, knowledge and ability in specific areas of interest
- Expands network of internal contacts who can provide insights and perspectives not generally available through formal development methods such as training courses
- Provides a forum to learn about careers and the types of work done by those already performing the work

#### **For the mentor –**

- Ability to pass on practical advice and “lessons learned” in a variety of technical and leadership areas
- Contributes to their own professional development and growth, and generates personal satisfaction in sharing expertise with others
- Opportunity to shape the future success of the organization through coaching and guiding staff to assume greater responsibilities
- Participation in mentoring partnerships can be added to the “experience” and “skills” list on a resume

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## Individual Development Plan (IDP), Continued

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### Examples of mentoring opportunities

- **Peer to Peer:** Employee establishes a mentoring partnership with a colleague to develop a specific technical expertise or professional skill such as public speaking, stakeholder collaboration, or negotiation techniques. Or, following formal classroom training, an employee may select a mentor to reinforce the training skills learned
  - **Staff to Supervisor/Manager:** An employee with a career goal to pursue a leadership position builds a mentoring partnership with a supervisor/manager to explore management and leadership skills and plan how to best meet their goals
  - **Supervisor to Manager/Executive:** A supervisor preparing to expand his/her leadership abilities pairs with a higher level manager/executive to gain perspective and practical guidance in handling more complex leadership challenges
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### Selecting a mentor and developing an action plan

Before selecting a mentor, some pre-work needs to occur. If your goal is to enhance your professional capacity, clarify what you expect to know or be able to do as a result of the mentoring experience. If your goal is to be better informed regarding a new career choice or better prepared to pursue a position of greater responsibility, determine what specific information you are seeking or need to know to achieve that goal. Clear expectations will assist you in choosing the best match for a mentoring partnership.

#### Selecting a Mentor:

- Assess your willingness to commit time and energy to the mentoring partnership before you seek to commit a mentor's time
  - Create an inventory of colleagues and/or managers and supervisors who have demonstrated an expertise in the areas of mentoring you are seeking (perhaps you've observed someone with a particular expertise, skill or style you want to acquire)
  - Ask colleagues and/or your supervisor for recommendations for mentor candidates
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## Individual Development Plan (IDP), Continued

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### Selecting a mentor and developing an action plan (continued)

- Set aside time to meet with prospective mentors to discuss your identified needs and determine if they have the expertise that you are seeking and the time and commitment to become your mentor
  - ✓ Outline your expectations, how you think the prospective mentor can assist you, and a proposed time frame for the partnership
  - ✓ For example, an employee is seeking to enhance their negotiating skills with stakeholders (expectation), the prospective mentor is recognized by others in the organization to conduct successful negotiation sessions (knowledge and skill the mentor has to offer), and the employee would like to observe and debrief two to three negotiation sessions in which the mentor participates (time frame for the partnership)

### Developing an Action Plan:

- Once you and a mentor have agreed to establish a mentoring partnership
  - ✓ Determine the specific actions and/or tasks that will be targeted (can be an informal discussion or formally documented)
  - ✓ Identify the specific desired outcome you wish to accomplish (this helps focus the partnership toward the end result)
  - ✓ Determine how often you will meet to discuss progress
- At the conclusion of the mentoring partnership, summarize your experience, "lessons learned". Identify any next steps, and keep a record for your files. Share with your mentor

### How Does Mentoring Relate to My IDP?

- Mentoring is one of many options in your plan to develop and/or enhance your skills or pursue your career goals
- List the mentoring partnership as an activity you plan to pursue during the year
- Discuss with your supervisor and record progress along the way

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## Individual Development Plan (IDP), Continued

**Resources** The following table depicts the various resources available regarding individual development plans.

Resource	Section
Law & Regulation <a href="http://www.dpa.ca.gov/statesys/dpa/laws.htm">http://www.dpa.ca.gov/statesys/dpa/laws.htm</a> <a href="http://www.dpa.ca.gov/statesys/dpa/oalrules.htm">http://www.dpa.ca.gov/statesys/dpa/oalrules.htm</a>	GC: 19992-19992.4, 19992.8-19992.14 DPA Rule: 599.795-599.798, 599.979, 599.796
Memorandum of Understanding (MOU) <a href="http://www.dpa.ca.gov/collbarg/contract/bumenu.shtm">http://www.dpa.ca.gov/collbarg/contract/bumenu.shtm</a>	Refer to applicable MOU
Responsible Control Agency	DPA
SPB/DPA Policy Memos <a href="http://www.dpa.ca.gov/statesys/dpa/srchfpml.shtm">http://www.dpa.ca.gov/statesys/dpa/srchfpml.shtm</a>	PML: 98-040, 94-38, 94-09, 94-02, 93-80
<b>Other:</b>	
Supervisor's Working File (see POM Section OPF)	<a href="http://www.documents.dgs.ca.gov/ohr/pom/OPF%20Revise.pdf">http://www.documents.dgs.ca.gov/ohr/pom/OPF Revise.pdf</a>

**Attachments** [Individual Development Plan \(performance appraisal\) – STD 637](#)